

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed on by parents periodically to meet the changing needs of parents and the school.

**School’s vision for engaging families:**

*We believe education of our children must be a collaborative partnership between the home and the school with an ongoing exchange of information. Our vision is to create an open and transparent connection with our families in order to promote students’ positive development and academic performance. Our vision is that all students will learn at high levels to be successful in college, career or life.*

***What is Required:***

**Assurances: We will:**

Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the “School Parent and Family Engagement Plan” that describes how the school will carry out its required family engagement activities.

Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.

Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.

Involve parents in the planning, review, and improvement of the Title I program.

Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.

Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

Provide materials and training to help parents support their child’s learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.

Coordinate with other federal and state programs, including preschool programs.

Provide information in a format and language parents can understand, and offer information in other languages as feasible.

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EVERY TITLE I SCHOOL IN PASCO COUNTY WILL:**

1. **Involve parents in the planning, review, and improvement of their Comprehensive Needs Assessment and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan with an adequate representation of parents**.

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| **Describe the method in which parents were involved** | Families were involved with developing the CNA and Title 1 program through online parent survey, School Advisory Council and Parent Teacher Organization discussions. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | Parent Survey posted the week of February 3, 2020 on school web page, Facebook, Twitter and Dojo  SAC March 9, 2020  PTO March 26, 2020 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | Parent Survey posted the week of February 3, 2020 on school web page, Facebook, Twitter and Dojo  SAC March 9, 2020  PTO March 26, 2020 |

1. **Develop a school-home compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents & teachers will communicate**.

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| **How were parents invited to develop or revise the compact?** | The School Advisory Council reviews the compact each year and these meetings are advertised and open to all families. |
| **Date of parent meeting to develop or revise the compact** | March 9, 2020 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | We use multiple communication methods for our stakeholders.   * School webpage - caes.pasco.k12.fl.us * School Facebook page - @CalusaESPasco * School Twitter page - @CalusaFirehawks * Parent Robo Calls * Parent Conferences * Parent phone calls and emails * Tuesday News Day Folders * Agenda Books/ Planners * Student Data Binders |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Our policy is to hold a minimum of one face-to-face conference per semester. We will offer virtual and phone conferences for families. |

***\*A parent signed copy of the compact should be uploaded to Title I Crate as evidence of implementation.***

***\*Evidence of the input should be uploaded to Title I Crate.***

1. **Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

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| **What information is provided at the meeting?**  **How are parents notified of the meeting?** | The Title I Annual Meeting includes information on parent’s rights, communication, curriculum, standards and school grade information.  Parents are notified of the Title I Annual Meeting with flyers provided on Meet the Teacher Day and sent home via all of our communication outlets. |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | Thursday of planning week, 9 am until 3 pm.  The content of the meeting will be planned with our SAC, PTO and leadership teams’ input. |
| **How do parents who are not able to attend receive information from the meeting?** | The content of the meeting will be posted to the website in presentation form and is also included in our beginning of the year newsletter. |
| **How are parents informed of their rights?** | Parents are informed of their rights verbally during the meeting as well as in writing in the newsletter. |

1. **Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.**

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| **Title III-ESOL** |  |
| **Title IX-Homeless** |  |
| **Preschool Programs** |  |
| **IDEA/ ESE** |  |
| **Migrant** |  |
| **Other** | All of our students and families will be invited to participate in quarterly virtual family gatherings that focus on providing supports in the areas of academics, social, emotional and engagement. |

1. **Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

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| **Allocation** | $3,000 |
| **Explain how these funds will be used this school year** | Each month we will hold monthly family gatherings that will focus on identified areas of need and provide tips, tools and strategies.   * Academics (math, reading, writing, social studies and math) * Student Behaviors * Student Engagement * Conscious Discipline Strategies -at home and at school * Student led conferences |
| **How are parents involved in deciding this?** | Families will provide input on types of topics included in our monthly gatherings through on-going parent surveys, SAC, PTO and other family focus groups. |
| **How did you document parent input?** | Minutes from family focus groups. |

1. **Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.**

* **Best practice is to hold parent events that teach caregivers a new tip, tool, or strategy, that parents can use at home with their child to help reinforce what they are learning in the classroom.**
* **Think of Family Engagement as a strategy to reach the goal of student achievement**
* **Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.**

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| **Building Capacity of Parents** | **How will this impact Student Achievement?** |  | **Check all that apply.** | | | |  |  |
| **Title and Description of Event** | **Tentative**  **Date/Time**  Are they flexible? | Transportation | Meal Refreshments | Childcare | Translation | **How will this support learning at home?** | **SUP Goal (s) this Strategy supports** |
| Monthly Family Firehawk Gatherings | Increase family support | Quarterly |  | X | X | X | The goal would be to build positive home and school relationships and provide families with tips, tools and strategies to support their child. | Calusa Elementary staff will maintain a culture of collective responsibility by increasing student and staff engagement. |
| Student Led Conferences | Increase family support and student engagement | Semester 2 |  | X |  | X | The goal would be to increase parent involvement by engaging students in identifying their strengths, determine areas for growth, and set actionable goals. | Calusa Elementary will provide tiers of support in the areas of academics and behaviors for all students. |
| Parent Conferences | Increase family engagement | Quarterly |  |  |  | X | The goal would be to maintain open communication with families on students’ proficiency levels, levels of support and identify family support strategies. | Calusa Elementary will provide tiers of support in the areas of academics and behaviors for all students. |

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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Parents are provided information through many ways.   * Open House * Title 1 Parent Meeting * School Advisory Meetings * Parent Teacher Organization Meetings * Monthly Family Gatherings * Parent Conferences * Student Led Conferences * School and Teacher Newsletters * Social media |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | We will initiate parent surveys to determine areas of needs. We will evaluate our events through feedback surveys and open discussions with our families. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | Our ESOL Instructional Assistant works very closely with our families who speak a language other than English. She attends all events to support the families. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | We communicate with our families early and provide child care for most events. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | We will offer different times for families to attend conferences and problem-solving meetings. We also offer them to participate via phone or virtually. |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | Assistance will be provided for any individual with disabilities. ADA compliant parking and access to buildings is present. |

1. **Utilize strategies to ensure meaningful Communication**

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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | There will be multiple opportunities throughout the year to participate in meaningful communication about grade level standards, academics and behavior goals. We will hold Open House, individual parent conferences, student-led conferences, SBIT meetings, and family gatherings. We will use all of our communication outlets (school web page, Facebook, Twitter, Remind, phone calls, marquee and fliers). |

**8. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.**

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| **Topic/Title** | **How does this help staff build school/parent relationships?** | **Format for Implementation: workshop, book study, presenter, etc.** | **Who is the audience?** | **Tentative Date/Time** |
| Social Emotional Learning / Conscious Discipline | Promotes teaching and learning of social and emotional competencies that promote safe and engaging learning environments for all students. | Ongoing staff PBIS training through book study, Conscious Discipline, and virtual eCourse | All staff | Monthly |
| Student-led Conferences | Engages students in identifying their strengths, determine areas for growth, and set actionable goals. | Monthly PD on focused learning goals, student goal setting and reflection. | Instructional | Semester, PLCs |
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**9. Provide an easily accessible resource area where parents and families can get information about the school facility, school policies, contacts, academic assistance, community resources and other materials.**

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| **Location of Resource Center/Area** | **Person responsible for monitoring and updating Resource Center/Area** | **List a sampling of materials made available in the Resource Center/Area** |
| Front office and online communication outlets | Administration and Secretary | Title One brochure, Newsletters, Fliers |

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*[[1]](#footnote-1)*

1. *(4/8/20)* [↑](#footnote-ref-1)